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1912-1913

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**DOOR-KEWAUNEE  
COUNTY  
TRAINING SCHOOL**

**FOR TEACHERS.**

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**ANNOUNCEMENT**



**ALGOMA, WISCONSIN.**

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**NINETEEN HUNDRED TWELVE AND  
THIRTEEN**

## School Calendar

1912-13.

School opens . . . . . August 26.  
Christmas vacation begins . . . . . December 20.  
School re-opens . . . . . January 2.  
Spring vacation begins . . . . . March 28.  
School re-opens . . . . . April 8.  
School closes . . . . . June 18

**DOOR-KEWAUNEE  
COUNTY**

**TRAINING SCHOOL**

**FOR TEACHERS.**

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**ANNOUNCEMENT**



**ALGOMA, WISCONSIN.**

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**NINETEEN HUNDRED TWELVE AND  
THIRTEEN**

YAKA  
WENTWORTH  
SCHOOL

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## Training School Board.

DR. A. J. KREITZER, President	-	-	-	-	Sawyer
SUPT. J. E. SAZAMA, Secretary	-	-	-	-	Kewaunee
SUPT. GEO. A. BASSFORD	-	-	-	-	Sturgeon Bay
DR. H. A. NORDEN	-	-	-	-	Sturgeon Bay
M. W. PERRY	-	-	-	-	Kewaunee
L. A. KAREL	-	-	-	-	Kewaunee

## Faculty.

J. A. EICHINGER, Principal.

DOROTHY GILFILLAN  
FIRST ASSISTANT.

MARY FITZGERALD  
SECOND ASSISTANT.

By transfer

MAR 2 1915



## Why Training Schools Are Needed.

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IT is no longer necessary to argue the need of trained teachers. In our time that need is generally conceded. It is not, however, always understood clearly why county training schools are maintained. County training schools were established so recently that many people do not clearly understand their purpose. A county training school is a small normal school whose purpose is to fit teachers for rural schools, mainly for the rural schools of the county by which the training school is maintained. The question is frequently asked why we need these schools since we already have eight large normal schools in the state whose sole work it is to train teachers. It is not generally known that practically the entire output of the normal school is each year taken by the schools of the cities and villages of the state where the demand for trained teachers is strong. As a result of this condition, the normal schools have never been able to give much aid to the rural schools in the way of providing them with teachers. While they were established to supply trained teachers to all the public schools of the state, they have in reality developed into training schools for city teachers. The few normal school graduates who from time to time find their way into the rural schools do not mean to stay in those schools any longer than they are compelled to, as there is a well-defined sentiment among normal students that a rural school is not a proper place for a normal graduate to teach in.

Because the normal schools were unable to give any substantial relief to the rural schools, county superintendents, and others interested in these schools, early saw that some other agency must be provided to meet the situation, or the country schools would remain at a standstill. As a result of numerous

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conferences, the present county training school plan was worked out, and was put into operation in two counties. It seemed to be satisfactory, and the Legislature made provision for a few more schools. Gradually the system has spread until to-day almost half of the counties of the state have such schools. So satisfactory has the system been that the Legislature of 1911 put the stamp of its final approval on the system by throwing open practically all the remaining counties of the state to the introduction of county training schools.

It was shown above that we need county training schools because we have no other efficient agency to train teachers for our rural schools. There are, however, some other very practical reasons for maintaining such schools. The rural schools are vastly different in organization from the graded city schools.

1. There is a large number of daily recitations mostly with a small number of pupils in each class. It takes a teacher not specially trained to meet this situation a long time to get a satisfactory working basis where reasonably good work can be done. The county training school graduate, in his training, has had brought to him the accumulated experience of many successful teachers who have solved this problem of organization. He is thus able to start his school without loss of time, where the untrained beginner, or the beginner not trained to meet such a situation, wastes a good deal of the children's school time.
2. A rural school teacher must teach his school with but little assistance in the way of supervision, for the county superintendent can at best visit her only about twice a year. The teacher must therefore be self-helpful and self-independent. A training school that is preparing teachers for such positions can do much to fit its students to depend on themselves, and can give them much valuable aid as to how to be self-helpful. Merely telling them that they must depend on themselves will do them no good. When the training school teaches its students how to mend disabled window shades, when it teaches them just how to arrange the seats in a school room, when it teaches them how to deal with a large number of concrete difficulties that arise in the management of children, when it teaches them how to deport themselves in the community so



that they may secure and hold the respect of pupils and patrons, when it gives them specific training in teaching the various subjects—when the training school does these things, then it is giving the young teacher the best kind of help that it can give to meet the difficulty here cited. 3. Most of the pupils attending the rural school will remain on the farm. A large majority of them will not attend any other school after leaving the country school. It is therefore of the very highest importance that these young people receive the kind of training that will be most useful to them in their life work. Besides, these boys and girls should live in a school room atmosphere that will give the right attitude toward nature and toward honest labor. They ought to know the advantages and disadvantages of city life. Too often boys and girls in country schools have had painted to them only the bright side of city life. They have had only the boys who left the farm and became famous held up to their admiring gaze. The countless failures were not brought to their attention. To sum up, the rural schools must help boys and girls for the life they are to lead after leaving school, and it must be perfectly plain to all that this can not be done by a rural school if the teacher knows nothing about this life on a farm, and is not in sympathy with it. A county training school has for its one aim the training of teachers for rural schools. It is therefore in duty bound to do all that lies in its power to fit its students for that important work. It is in duty bound to make its students understand country life, to love all things in nature, to know much about practical farming so that they may teach agriculture effectively. These, briefly told, are the reasons why the county training school for teachers is a necessary agency. Briefly told, it prepares students, not only for teaching, but for teaching in a certain kind of school—the ungraded country school.



## Comments on Course of Study.

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HERETOFORE graduates from the rural schools were admitted to the regular professional course, provided they were old enough. This proved unsatisfactory, and with the beginning of the school year of 1912-1913 a year of preparatory work will be required of graduates of rural schools. This preparatory course will be offered at the training school, and it is much preferred that it be taken there, but it may also be taken at a high school. This preparatory year of work will cover the requirements of the first year of a high school course. It will however be so shaped as to fit better into the regular professional course than is the work of the first year in the ordinary high school. Students who have completed the first year in a high school will, however, be admitted to the regular, or professional, course. This plan will strengthen the professional course as it will bring better prepared people to it. It will also enable the school to admit students a year younger. Strong rural school graduates who are at least sixteen years old, and who show that they are able to carry the professional course, may be admitted to that course without taking the preparatory year of work.

Special attention is invited to the following features of the course offered: 1. Much emphasis is laid on the *common school branches* as the time given to them shows, for these are the subjects that the rural school teacher *must teach*. 2. The course is exceptionally strong in professional work. Fully half of the time in the second year is given to subjects that tend to fit the student for teaching. This part of the work includes ten weeks of actual teaching in the grades of the Algoma public schools. This work is done under the daily direction and oversight of members of the training school faculty. Here the stu-

dent puts into practice the principles of teaching and management that he learned, but he enjoys the advantage of having a trained teacher at hand to point out wrong applications. 3. The course is strong in what may be termed *culture subjects*, literature, history, nature study, and drawing. These subjects broaden the student's interest and give him that breadth of view so necessary in the teacher.

Besides the work outlined in the regular course, much attention is given to two other very important subjects. 1. A carefully prepared weekly program gives every member of the school practice in declamation, debating, parliamentary procedure, and the general conduct of public meetings. 2. Definite work in magazine reading is done through the entire course. This is prosecuted under the direction of the teachers, weekly meetings being held for the purpose of discussing topics read. The reading table is well stocked with the best there is in magazine literature, including agriculture journals, and every effort is made to create a taste for good reading and to establish correct reading habits.

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## Requirements For Entrance.

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The following entrance requirements have been fixed by the training school board:

1. Graduates of rural schools, state graded schools of the second class, or of a city eighth grade, will be admitted to the one-year preparatory course without examination provided they are fifteen years old or lack only a little of being fifteen.

2. Students who have successfully completed the first year of a high school course, and are sixteen years old, or nearly sixteen, will be admitted to the regular training school course as juniors without examination on presenting their high school standings properly signed.

3. High school graduates and those who have successfully completed three years of high school work will be admitted to the senior class of the regular professional course. They are thus

enabled to complete the training school course in one year.

4. Students who have successfully completed two years of high school work can complete the training school course in one and a half years.

5. Students not in good health should not come here. The school work is reasonably hard; besides, teaching is hard work, work that calls for good health. The school room is no place for a sickly person. Where a student is suspected of having a contagious disease, as tuberculosis, the management of the school will insist on a medical examination to determine the fitness of the student to enter. The school will not be a party to exposing its well students to the dangers incident to contact with contagious diseases.

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## To Prospective Students.

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Young people in Door and Kewaunee counties who are planning to go into teaching should consider most carefully the question of training for the teaching profession. If they are able to complete a full high school course and then take a year of work at the training school, that is the better course for them to pursue. If, however, they are not able to go to school very long, then they should go to the training school at the start. They should not make the mistake of thinking that a high school can fit people for teaching. High schools are organized for an entirely different work. They are not equipped to do the necessary professional work, and the demands made on them in other directions make it impossible for them to offer thorough work in the common branches. Experience has shown that high school students are usually weaker in the common school branches on graduating than they were on entering the high school from the eighth grade. Cities and villages do not think of hiring untrained teachers. Boards of rural schools are asking for trained teachers in ever-increasing numbers, and it is only a question of a little time when no rural school board will employ a teacher who has not had proper training.

Training school graduates have in the past experienced no difficulty in securing positions at good salaries. There is no just reason for believing that this condition will not continue. As a matter of truth, the demand for such graduates will continue to increase.

Persons interested in the training school should direct inquiries to the principal. An enrollment blank is enclosed herewith, and those who have decided to enter should lose no time to fill this out and mail it to the principal of the school. Students applying late for admission are likely to find the school filled, as the enrollment for next year will be practically completed by the end of June.

### **VALUE OF TRAINING SCHOOL CERTIFICATE.**

A training school certificate constitutes a legal qualification to teach in the training school district for three years, provided that at the end of the first year of teaching the county superintendent regards such teaching as successful. Standings obtained in a training school are accepted by county superintendents outside of the training school district in lieu of examination. If a training school graduate should be a regular high school graduate in addition, the training school certificate is a legal qualification for five years, and also permits the holder thereof to become principal of a second class graded school.

### **NORMAL SCHOOL CREDIT.**

Persons holding a training school diploma will receive one year of credit in a normal school to apply on the elementary course if they enter a state normal school within three years and three months after the date of such diploma. If the holders of such diplomas are high school graduates, they will receive one-half year's credit on the advanced normal school course. In this way students can qualify for teaching in the rural schools in a school near home; and if later they wish to enter a normal school, the possession of a training school diploma materially shortens their normal school course.

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# Preparato

## FIRST QUARTER.

Arithmetic  
Reading  
Grammar and Composition  
Botany  
Penmanship

## SECOND QUARTER.

Algebra  
Physical Geography  
Grammar and Composition  
Reading  
Penmanship

# Profession

## JUNIOR

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### FIRST QUARTER.

English  
American History  
Arithmetic  
Agriculture  
Library Methods and Reading

### SECOND QUARTER.

English  
American History  
Arithmetic  
Agriculture  
Spelling

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## SENIOR

### FIRST QUARTER.

Psychology  
English Literature  
English History  
Reading Methods  
Expressive Reading

### SECOND QUARTER.

Pedagogy  
English Literature  
English History  
Arithmetic Methods  
Penmanship

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## cy Course.

### THIRD QUARTER.

Algebra

Physical Geography

Grammar and Composition

Reading

Spelling

### FOURTH QUARTER.

Algebra

Physical Geography

Grammar and Composition

Botany

Reading

## al Course.

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### YEAR

#### THIRD QUARTER.

American Literature

American History 5; Civics 5

Physiology

Industrial Geography

Drawing

#### FOURTH QUARTER.

American Literature

Civics

Sanitation

Industrial Geography

Drawing

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### YEAR

#### THIRD QUARTER.

Practice Sec. 1

English Literature

Sch. Mgt. 5; Constr'n Work 5

Lang. Methods 5; Story Tell. 5

Composition

#### FOURTH QUARTER.

Practice Sec. 2

English Literature

Nature Study

History and Geog. Methods

Composition

## TEXT BOOKS.

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The Door-Kewaunee Training School is well supplied with all needed text books which rent to students at a rental of \$1.50 per semester. The student is, in this way, supplied not only with a wider range of texts than he would feel able to supply himself with were he to buy the books himself; but he is ensured up to date books on all subjects, as the school discards texts as soon as better ones on a given subject are to be had. This small rental also entitles students to the use of a large stock of standard magazines.

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## EXPENSES.

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Tuition is free to all students residing in the two counties comprising the district. Cost of living is low at Algoma. The usual rate for board and room is \$3.00 per week. A few students pay from \$13.00 to \$14.00 per month.

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## COUNTY TRAINING SCHOOLS FOR TEACHERS.

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ALGOMA—Door-Kewaunee Co...	J. A. Eichinger, Dorothy Gilfillan, Mary Fitzgerald.
ALMA—Buffalo Co...	H. H. Liebenberg, Ferne V. Dollar.
ANTIGO—Langlade Co...	C. O. Marsh, Mattie McMillan.
BERLIN—Green Lake Co...	Edgar Packard, Guy H. Owen, Carolyn Ingram.
COLUMBUS—Columbia Co...	S. M. Thomas, Dagny Knudson, Elga M. Shearer, Ella Heiliger.
EAU CLAIRE—Eau Claire Co...	W. A. Clark, Franc A. Wilkins, Lydia L. Wheelock.
GAYS MILLS—Crawford Co...	G. E. Pratt, Ellen Hammond.
GRAND RAPIDS—Wood Co...	M. H. Jackson, Lillian MacDirmid, Lorraine Solon, Mrs. Geo. W. Purnell.
JANESVILLE—Rock Co...	Frank J. Lowth, Ella J. Jacobson, Georgia C. Hyde.
LADYSMITH—Rusk Co...	W. N. Mackin, Nellie M. Wightman, Viola Wightman.
MANITOWOC—Manitowoc Co...	Fred Christiansen, Rosa M. Cheney.
MARINETTE—Marinette Co...	A. M. Olson, Elizabeth M. King, Anne T. Follette.
MEDFORD—Taylor Co.—School to Start in November.	

MENOMONIE—Dunn Co...	G. L. Bowman, Elizabeth Allen, Nora Murley, Anal E. Lennon.
MERRILL—Lincoln Co...	A. H. Cole, Julia Rockafellow Jennie I. Peacock.
MONROE—Green Co...	C. H. Dietz, Margaret Stafford, Susie Desmond, Laurene Gardner.
NEW LONDON—Waupaca Co...	C. B. Stanley, Dora B. Thompson, Margaret A. Scanlon.
PHILLIPS—Price Co...	D. A. Swartz, Anna K. Hanson.
REEDSBURG—Sauk Co...	W. E. Smith, Mary I. McFadden, Alice R. Hepburn, Elva D. Telgener.
RHINELANDER—Oneida Co...	B. Mack Dresden, Margaret Sutton.
RICE LAKE—Barron Co...	John E. Hale, Mabel Ahlstrom, Hope W. Mowbray.
RICHLAND CENTER—Richland Co...	A. A. Thomson, Winifred Edsall, Maybell G. Bush, Blanche Hess, Emily A. Budd, Bertha M. Hamilton.
ST. CROIX FALLS—Polk Co...	C. W. Monty, Edna Schofield, Celia Burr.
VIROQUA—Vernon Co...	A. E. Smith, Ella M. Wilson, Eleanor Thomas.
WAUSAU—Marathon Co...	O. E. Wells, Rosalie Bohrer, Edith Hamacker.
WAUTOMA—Waushara Co...	J. H. Wheelock, Hermie Martin

# Graduates of the Door-Kewaunee County Training School For Teachers.

## GRADUATES OF 1909.

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Duchateau, Laura.. . . .	Teaching.. . . .	Kewaunee County
Culligan, Viola.. . . .	Deceased	
Halverson, Ella.. . . .	Not Teaching.. . . .	Door County
Heldmann, Matilda.. . . .	Married.. . . .	Door County
Hovi, Ida.. . . .	Teaching.. . . .	Door County
Johnson, Sara.. . . .	" .. . . .	Door County
Johnson, Ingrid.. . . .	" .. . . .	Door County
Mueller, Leona.. . . .	Married.. . . .	Door County
Olsen, Meta.. . . .	Teaching .. . . .	Kewaunee County
Peterson, Alma.. . . .	" .. . . .	Door County
Ray, Nellie.. . . .	" .. . . .	Door County
Sazama, Alvina.. . . .	" .. . . .	Kewaunee County
Vetter, Elizabeth.. . . .	" .. . . .	Door County
Vollmer, Ruth.. . . .	.. . . .	Student in Stout Institute
Warner, Estella.. . . .	Married.. . . .	Kewaunee County
Wilson, Myrtle.. . . .	Not Teaching.. . . .	Door County

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## GRADUATES OF 1910.

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Donovan, Agnes.. . . .	Teaching .. . . .	Kewaunee County
Donovan, Barbara.. . . .	" .. . . .	Kewaunee County
Donovan, Esther.. . . .	" .. . . .	Door County
Donovan, Rose.. . . .	" .. . . .	Kewaunee County
Forewald, Cora.. . . .	Not Teaching.. . . .	Door County
Gilbertson, Selma.. . . .	Teaching .. . . .	Door County
Hagerty, Viola.. . . .	" .. . . .	Fond du Lac County
Henschel, Dora.. . . .	Not Teaching.. . . .	Door County
Jirtle, Elmer.. . . .	Not Teaching.. . . .	Door County

Kenney, Genevieve.. . . .	Teaching . . . . .	Door County
Larson, Esther.. . . .	" . . . . .	Door County
LaRoy, Frank.. . . .	" . . . . .	Door County
Laurent, Katie.. . . .	Not Teaching.. . . .	Door County
Luebke, Alvin.. . . .	Teaching . . . . .	Door County
Lukes, Charles.. . . .	" . . . . .	Kewaunee County
McDermott, Cecilia.. . . .	" . . . . .	Oconto County
Mouty, Leona.. . . .	" . . . . .	Fond du Lac County
Olson, Elmer.. . . .	" . . . . .	North Dakota
Olson, Mantie.. . . .	" . . . . .	Door County
Riha, Joseph.. . . .	" . . . . .	Kewaunee County
Ryan, Rose.. . . .	" . . . . .	Brown County
Sauger, Fred.. . . .	" . . . . .	Kewaunee County
Sullivan, Julia.. . . .	" . . . . .	Kewaunee County
Vrooman, Florence.. . . .	" . . . . .	Door County
Wilbur, Myrtella.. . . .	Student	Stevens Point Normal
Shestock, Rose.. . . .	" . . . . .	Kewaunee County

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## GRADUATES OF 1911.

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Bacon, Maud.. . . .	Teaching . . . . .	Kewaunee County
Barta, Rose.. . . .	" . . . . .	Fond du Lac County
Birdsall, Guy.. . . .	" . . . . .	Door County
DeJardine, Amanda.. . . .	" . . . . .	Door County
DeJardine, Exilda.. . . .	" . . . . .	Door County
Gelling, Estella.. . . .	Not Teaching.. . . .	Kewaunee County
Henry, Eunice.. . . .	Teaching . . . . .	Kewaunee County
Jones, John.. . . .	" . . . . .	Kewaunee County
Jungwirth, Agnes.. . . .	" . . . . .	Door County
Kretlow, Lillian.. . . .	" . . . . .	Door County
LaRouche, May.. . . .	" . . . . .	Door County
Lineau, Hedweg.. . . .	" . . . . .	Kewaunee County
McDermott, May.. . . .	" . . . . .	Door County
Nelson, Alma.. . . .	" . . . . .	Door County
Peterson, Harriet.. . . .	" . . . . .	Taylor County
Poehler, Hattie.. . . .	" . . . . .	Door County
Ray, Marie.. . . .	" . . . . .	Fond du Lac County
Schumacher, Effie.. . . .	" . . . . .	Door County
Seiler, Oline.. . . .	" . . . . .	Door County
Wilson, Hattie.. . . .	Not Teaching	

## SENIOR CLASS OF 1912.

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Bagnall, Mildred.. . . .	Jacksonport, Door County.
Christianson, John.. . . .	Nasewaupee, Door County.
Densow, Richard.. . . .	Algoma, Kewaunee County.
Gaulke, Emma.. . . .	Ahnapeetown, Kewaunee County.
Haasch, Otto.. . . .	Forestville, Door County.
Haines, Nellie.. . . .	Sawyer, Door County.
Hennessey, Jennie.. . . .	Nasewaupee, Door County.
Hennessey, Josie.. . . .	Nasewaupee, Door County.
Koutnik, Edward.. . . .	Carlton, Kewaunee County.
Meverden, Alta.. . . .	Algoma, Kewaunee County.
Mouty, Frances.. . . .	Algoma, Kewaunee County.
Nelson, Chas... . . . .	Washington, Door County.
Nelson, Nellie.. . . .	Washington, Door County.
Nesemann, Louise.. . . .	Algoma, Kewaunee County.
Osmundson, Alma.. . . .	Clay Banks, Door County.
Osmundson, Arthur.. . . .	Washington, Door County.
Polster, Hannah.. . . .	Gibraltar, Door County.
Rohan, Esther.. . . .	Nasewaupee, Door County.
Sigurdson, Anna.. . . .	Washington, Door County.
Simon, Ora.. . . .	Sevastopol, Door County.
Vandemaase, Anton.. . . .	Lincoln, Kewaunee County.

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## JUNIORS OF 1912.

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Awe, Salome... .Algoma, Kewaunee County.  
Blonde, Dorothy... .Sturgeon Bay, Door County.  
Busch, Julius... .Ahnapec, Kewaunee County.  
Cunningham, Robt... .Sevastopol, Door County.  
DeJardine, Eva... .Jacksonport, Door County.  
DeVillers, Henry... .Lincoln, Kewaunee County.  
Gordon, Sara... .Forestville, Door County.  
Holmes, Gladys... .Sturgeon Bay, Door County.  
Hunsader, Miranda... .Pierce, Kewaunee County.  
Laluzerne, Lena... .Red River, Kewaunee County.  
Lidral, Mary... .Algoma, Kewaunee County.  
Mathy, Edward... .Gardner, Door County.  
Mazke, Theodore... .Brussels, Door County.  
Munier, Frank... .Forestville, Door County.  
Olson, Cecelia... .Sawyer, Door County.  
Rankin, Fred... .Jacksonport, Door County.  
Schultz, Lillian... .Franklin, Kewaunee County.  
Stoller, Clara... .Pierce, Kewaunee County.  
Winnekens, Henry... .Franklin, Kewaunee County.

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## NOTICE.

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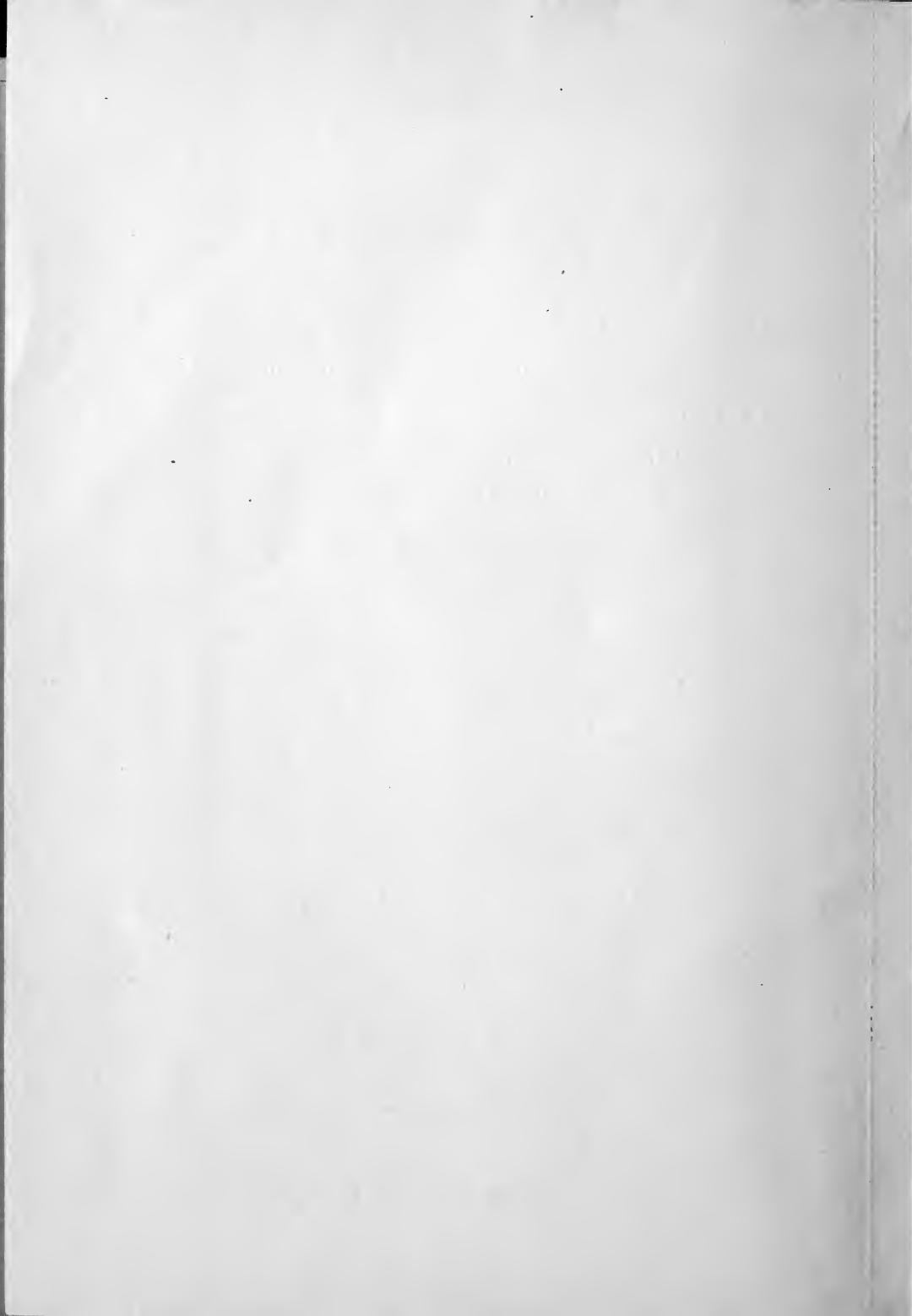
If you mean to attend the Door-Kewaunee Training School during the coming year, fill out the following blank, detach it, and mail it to

PRIN. J. A. EICHINGER,  
Algoma, Wisconsin.

## ENROLLMENT BLANK.

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1. Name .....
2. Age .....
3. Address .....
4. Am a graduate of (here write rural or graded school,  
as the case may be) .....
5. If you have done some high school work, state length  
of time you attended .....
- .....





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AUTHOR.	TITLE.
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